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ture it and cultivate it to its largest possible growth; and he that is without it or possesses it in but small degree, should do his utmost to acquire it, for without it he is doomed to failure, or at best, but limited success.

Another factor which contributes largely to good teaching is good health. Good physical condition is, in fact, so closely connected with the factor of personal magnetism or personality as to be almost identical with it. But whether we consider it as identified with personality or as a separate factor contributing to good teaching, we must admit its importance.

"Good bodily conditions are absolutely essential to the qualities of mind and character necessary for wholesome teaching. . . . It has been estimated that the nerve energy used up per teacher-hour is twice that per hour of ordinary office work."* To be a good teacher, or to do good teaching, one must be a good leader; to be a good leader one must be a good animal. Without that poise, that self-confidence, that self-mastery that springs so easily from a good physical condition it is very difficult to exercise the kind of discipline that makes for good teaching; and *good discipline* is another one of the large factors in the matter of good teaching. By good discipline we do not mean the habit of resorting to harsh measures, but rather that broad, generous handling of affairs which carries with it the idea of a "square deal." Good discipline must be firm, fair, and just, not "little," not "nagging," not vacillating, not over lenient, nor over severe. "A hand of steel in a velvet glove" expresses the idea.

He who loves the work for the work's sake and teaches because he loves to teach will do good teaching, while he who teaches as a stepping stone to some other profession or for the sake of getting a little "spending money" will teach but poorly. "Dr. W. H. Payne has said, 'Teaching is the noblest of the professions, but the sorriest of trades.' Human life is the finest thing in the world, and he who is called to the training and development of human life has the highest calling in the world. Only those who so appreciate the greatness of teaching should enter the profession."†

Again, he who would teach well must have vision. The sculptor looks beyond the rough surface of the unhewn block of marble and sees the image of an angel, and with chisel and mallet he transforms the shapeless stone into the beauty and perfection of the image that he sees. The gardener with prophetic vision looks into the future and sees the wondrous beauty

of the lily and even in imagination inhales its rich perfume while yet it all lies dormant in the commonplace bulb. Carefully he tends it and nourishes it until at last he is rewarded first by the tender shoot, then the bud, and then the full blown flower. So he who would teach well must look beyond the present and be able to see in the children that come under the influence of his daily instruction not merely the uncouth, untrained, and often rude and boisterous boys and girls, but rather the well-trained, well-rounded citizen of the future—the man and the woman that he would have them be. If he can do this and approach his work sympathetically in the attitude of friend and helper to his pupils; if he can be "chummy" with them in their sports, a sympathetic friend and wise counselor to them in their problems; if he can overlook the frailties and follies of youth and help them to overcome their peculiar weaknesses, while at the same time he finds and helps them to find the good that is in them and magnifies it and nurtures it and helps them to grow day by day more and more like the great ideal; if in the spirit of the Great Teacher he can forget himself, his personal pleasure, his personal advancement, and deny himself the things he would like to do, while he does for them the things they need him to do, then he will do good teaching and he will have his reward, not in gold and silver and houses and lands, but in the better, larger life of men and women and in the consciousness of a noble work faithfully done.

A CALL FOR LEADERSHIP

THE urgent problems of the new world which universities exist to serve, will suggest and demand grave changes of educational structure, purpose and method. The spirit of the times guarantees seriousness in the pursuit of scientific truth, enthusiasm for the lessons of history and politics, open-mindedness to ideas, sympathy for the struggles of men everywhere and resolution to win leadership in solving the problems resting upon the democratic order at the summit of which in its yet unbroken might, stands your country and mine.

The great war is victoriously over, in which we unselfishly helped to preserve free institutions from the menace of armed force from without our borders. An even greater war is on in which democracy must prove its right to exist as the ultimate expression of freedom and self-government, and in which enlightened unselfishness must battle with the forces of danger in our inner life.—DR. EDWIN A. ALDERMAN.

* Woofter, *Teaching in the Rural Schools*, p. 27.

† Woofter, *Teaching in the Rural Schools*, p. 25.